***LIFE IS BEAUTIFUL* ASSIGNMENT RUBRIC**

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| **CRITERIA** | **LEVEL R**  **(0-4 MARKS)** | **LEVEL 1**  **(5 MARKS)** | **LEVEL 2**  **(6 MARKS)** | **LEVEL 3**  **(7 MARKS)** | **LEVEL 4**  **(8-10 MARKS)** |
| *Part A: Writing*  reflect on and identify their strengths as writers, areas for  improvement, and the strategies they found most helpful at different stages in the writing process | This part of the assignment is not submitted, or is submitted but does not respond to any quotations or contain support from the film to rationalize response | Response to quotation responds to few questions with little to no support from the film to rationalize response | Response to quotation responds to some questions with minimal support from the film to rationalize response | Response to quotation responds to most questions with some support from the film to rationalize response | Response to quotation thoroughly responds to each question with support from the film to rationalize response |
| *Part B: Writing*  reflect on and identify their strengths as writers, areas for  improvement, and the strategies they found most helpful at different stages in the writing process | This part of the assignment is not submitted, or is submitted but discusses how 1 or fewer aspects of the film illustrate the effect of storytelling. Response makes limited reference to scenes of the film. | Response loosely discusses how 1-2 aspects of the film illustrate the effect of storytelling. Response makes loose reference to scenes, and not to media aspects, of the film. | Response discusses how 2-3 aspects of the film illustrate the effect of storytelling. Response makes reference to scenes, and not media aspects, of the film. | Response discusses how three aspects of the film illustrate the effect of storytelling. Response makes reference to scenes and/or some media aspects of the film. | Response thoroughly discusses how three or more aspects of the film illustrate the effect of storytelling. Response makes reference to scenes and media aspects of the film. |
| *Part C: Media*  reflect on and identify their strengths as media interpreters  and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts | This part of the assignment is not submitted, or is submitted but makes little use of the conventions of a newspaper article, and does not relate the experience of a character with an event in the film with detail | Response makes limited use of the conventions of a newspaper article, and attempts to relate the experience of a character with an event in the film with limited details | Response makes use of some of the conventions of a newspaper article, and attempts to relate the experience of a character with an event in the film with some details | Response makes use of the conventions of a newspaper article, and relates the experience of a character with an event in the film with detail | Response makes thorough use of the conventions of a newspaper article, and thoroughly relates the experience of a character with an event in the film with several details |
| *Language Conventions*  use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present  their work effectively | Responses for components of this assignment that are submitted contain many spelling, grammatical, and stylistic errors | Responses contain several spelling, grammatical, and stylistic errors | Responses contain few spelling, grammatical, and stylistic errors | Responses are polished with minimal spelling, grammatical, and stylistic errors | Responses are polished with virtually no spelling, grammatical, and stylistic errors |

**TOTAL: \_\_\_\_/40**